United Nations CEDAW/C/68/2

Convention on the Elimination of All Forms of Discrimination against Women

Distr.: General
3 August 2017

English only

Committee on the Elimination of Discrimination against Women
Sixty-eighth session
23 October-17 November 2017
Item 6 of the provisional agenda*
Implementation of articles 21 and 22 of the Convention

Reports by specialized agencies on the implementation of the Convention in areas falling within the scope of their activities

Report of the United Nations Educational, Scientific and Cultural Organization (UNESCO)

Summary

In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, the specialized agencies of the United Nations system have been invited to submit to the Committee on the Elimination of Discrimination against Women reports on the implementation of the Convention in areas falling within the scope of their activities. The present report contains information on the measures taken by the United Nations Educational, Scientific and Cultural Organization to implement the provisions of the Convention in the countries whose national reports will be considered by the Committee at its sixty-eighth session.

* CEDAW/C/68/1.

17-13319 (E) 150917

Please recycle

I. Introduction

1. At its sixty-eighth session, the Committee on the Elimination of Discrimination against Women will examine the national reports of the following countries: Burkina Faso, Democratic People's Republic of Korea, Guatemala, Israel, Kenya, Kuwait, Monaco, Nauru, Norway, Oman, Paraguay and Singapore.

2. As a specialized agency of the United Nations system, the United Nations Educational Scientific and Cultural Organization (UNESCO) contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture and communication and information. Gender is a global priority for the period 2014-2021 and is being pursued through a two-pronged approach: (a) gender-specific programming; and (b) the mainstreaming of gender equality perspectives in all the fields of competence of UNESCO.

3. UNESCO has a major role and responsibility within the United Nations system for the implementation of the Convention on the Elimination of All Forms of Discrimination against Women. Article 10 of the Convention provides that States parties are to take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education. The right to education is at the very heart of the mission of UNESCO and represents an integral part of its constitutional mandate.

4. Efforts by UNESCO to promote women's empowerment, women's rights and gender equality are guided by its medium-term strategy for 2014-2021; its biennial and quadrennial programme and budget documents; its organization-wide Priority Gender Equality Action Plan for 2014-2021, which supports and guides the implementation of gender equality; the Convention; the Beijing Platform for Action and resolutions and international and regional instruments relevant to its areas of action.

5. The UNESCO commitment to pursuing the priority of gender equality is facilitated by the Division for Gender Equality in the Office of the Director General. As the UNESCO focal point for gender equality, the Division provides policy guidance and recommendations to the senior management and the programme sectors for mainstreaming gender equality considerations into UNESCO policies, strategies and programmes; carries out capacity-building; monitors gender parity and work-life balance within the secretariat and develops and establishes partnerships with other United Nations bodies, regional bodies, intergovernmental organizations, non-governmental organizations, private foundations and private sector partners that support women's empowerment and gender equality initiatives.

II. Measures taken by UNESCO to implement the provisions of CEDAW in the countries to be considered at the 68th session

Burkina Faso

6. Burkina Faso has been a party to the UNESCO Convention against Discrimination in Education (1960) since 4 September 2012. The country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. The country reported, among other things, having a clear constitutional and legislative framework that enshrined the right to education and the principle of non-discrimination; that constitutional laws and legislative texts prohibiting

discrimination in education had been adopted; and that progressive expansion of a free and compulsory education system was in place with increased access and educational opportunities for all and at all levels, especially for vulnerable populations. In particular, the country reported on policies regarding free school books and the development of centres for continuing education and policies that are aimed at helping teachers with housing. In 2012, Burkina Faso adopted a national strategy to accelerate girls' education, covering the period 2012-2022.

7. Article 1 of the Constitution proclaims that all citizens are born free and equal in rights. All have an equal vocation to enjoy all the rights and all the freedoms guaranteed by the Constitution. Discrimination of all sorts, notably that founded on race, ethnicity, region, colour, sex, language, religion, caste, political opinions, wealth and birth, is prohibited.

8. Article 18 of the Constitution guarantees the right to education. Education, instruction, professional training, work, social security, housing, sport, leisure, health, the protection of maternity and infancy, assistance to older persons, persons with disabilities and those in social cases, and artistic and scientific creation, constitute the social and cultural rights recognized by the Constitution, which sees to their promotion.

9. The Education Act, in section 3, guarantees that everyone living in Burkina Faso is to have the right to education without discrimination on any ground, such as sex, social origin, race, religion, political opinions, nationality or state of health. This right is to be exercised on the basis of equity and equal opportunities for all citizens.

10. In accordance with the Education Guidelines Act, the education system of Burkina Faso is aimed at ensuring the development of the spirit of solidarity, integrity, fairness, justice, loyalty, tolerance and peace, in addition to cultivating respect for others, especially gender equality, and cultural diversity. Pre-primary education is for children from 3 to 6 years of age; it lasts for three years and is not compulsory. Basic education is compulsory for all children aged between 6 and 16 years (from the first year of primary education to the third). Basic public education is free. Basic education comprises primary and post-primary (secondary) education. Primary education begins at 6 years of age and lasts for six years; it is organized in three cycles. Secondary education starts at 12 years of age and lasts for two, three or four years, depending on the courses chosen (general, technical or professional). Higher education operates on the principle of extended study, varying between two, three and five years, and is organized in public universities and institutes.

11. Several projects relating to gender equality within UNESCO programmes have been implemented in Burkina Faso. A project on promoting literacy programmes and non-formal education programmes of good quality in the Sahel countries is aimed at strengthening the national capacities of the Sahel countries with an illiteracy rate of more than 50 per cent to scale up relevant and gender-sensitive high-quality literacy programmes. The project encouraged new education policies and practices through the lens of gender equality and women's empowerment. In addition, the project considered the specific circumstances and needs of women and girls with no or low literacy skills in the implementation and scaling-up of gender-responsive literacy policies, plans and actions.

12. A project on building national capacity for training of teachers developed several activities, including: (a) the training of trainers on pedagogical techniques; (b) the use of information and communications technology (ICT) to improve the quality of teaching and learning; and (c) the training of managers of teacher training institutions on planning, monitoring and evaluation and human resources management. The project is expected to give rise to the systematic revision of

national policies and programmes for professional development of education staff, among others, from a gender perspective.

13. A project on the promotion of access to information and media for girls and young women from rural and urban communities is focused on the role of women in economic development in line with increasing interest among civil society. Through ICT and knowledge society forums, the project is aimed at integrating gender equality strategies and practices for building the capacity of women and girls. The project also reinforces gender-inclusive access to information and knowledge.

Democratic People's Republic of Korea

14. The Democratic People's Republic of Korea is not a party to the UNESCO Convention against Discrimination in Education (1960); however, the country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. The country reported having a clear constitutional and legislative framework that enshrined the right to education and the principle of non-discrimination in education and that there was progressive expansion of free and compulsory education.

15. Article 63 of the Constitution states that the rights and duties of citizens are based on the collectivist principle of "one for all and all for one", while under article 65 citizens enjoy equal rights in all spheres of State and public activities. Article 66 guarantees to all citizens who have reached the age of 17 years the right to elect and to be elected, irrespective of sex, race, occupation, length of residence, property status, education, party affiliation, political views or religion. In addition, article 77 accords to women an equal social status and rights with men; the State affords special protection to mothers and children by providing maternity leave, reduced working hours for mothers with many children, a wide network of maternity hospitals, crèches and kindergartens and other measures. The State provides all conditions to enable women to play a full role in society.

16. Article 73 of the Constitution guarantees the right to education. This right is ensured by an advanced educational system and by the educational measures enacted by the State for the benefit of the people. Articles 43 to 49 of the Constitution establish the basic principles of education. The State has the duty to put into practice the principles of socialist education and raise the new generation to be steadfast revolutionaries who will fight for society and the people, to be people of a new communist type who are knowledgeable, morally sound and physically healthy. The State gives precedence to public education and the training of cadres for the nation and combines general education with technological education and education with productive labour. The State has developed an 11-year system of universal and compulsory education, which includes one-year preschool education, in accordance with the trend of modern science and technology and the practical requirements of socialist construction. The State trains technicians and experts in various forms of study while working, and by improving the scientific and theoretical levels of technical education and education on social science and basic science. The State provides education to all pupils and students free of charge and grant allowances to universities and college students. The State strengthens social education and provides all available conditions to working people for study. The State maintains all children of preschool age in crèches and kindergartens at State and public expense.

17. The Democratic People's Republic of Korea has an 11-year system of compulsory education, comprising one year of obligatory preschool education (from 4 to 5 years of age), four years of primary school (from 6 to 10 years of age) and six

years of secondary school (from 11 to 16 years of age). Pupils who have completed compulsory education are given specialized post-secondary education either in the regular system of higher education (specialized high schools or university and other colleges), for a duration of three to five years, or in the in-service education system (factory college, farm college, fisher's college, factory specialized high school, and night courses in regular college), for a duration of three to six years. School education, social education, adult education and all other forms of education are provided at State expense.

18. A project on the establishment of a technical and vocational school for skilled women mushroom workers is aimed at providing technical and vocational education and training for skilled women mushroom workers at the Central Mushroom Institute to strengthen women's position and role in their social and economic activities, to improve the nutritional status of the people and to provide favourable opportunities for local women to take part in socioeconomic activities. To achieve that goal, the project organized workshops, training courses, the purchase of equipment and the publication of textbooks, all relating to skilled female workers in mushroom cultivation.

19. A project on the establishment and operation of a technical and vocational training centre for women involved in fish farming aims at giving short-term technical and vocational training courses to workers, especially women workers, to improve their technical and intellectual capacity and enhance their responsibility and role in production and technical management. Among the specific objectives of the project are the following: to provide short-term training for field workers, so as to improve their knowledge and technical skills and to fill the need for skilled workers on fish farms in a relatively short span of time; to strength the technical and vocational education training system of fish farming by including special scientific research institutions and high-level experts in the system and introducing up-to-date information and good practices; and to promote the participation of women in social and economic activities and increase their incomes, thereby contributing to the achievement of sustainable development. The project, which draws on the human and material resources of the Central Institute of Aquaculture Science, is being implemented by providing trainees selected from fishing farms with short-term technical training. In view of the annual need for skilled workers, the training of around 60 to 100 persons a year is planned. The target trainees of the project are women (mostly young and single) who have completed secondary education.

Guatemala

20. Guatemala has been a party to the UNESCO Convention against Discrimination in Education (1960) since 4 February 1983; however, the country did not report to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education.

21. Under article 4 of the Constitution, all human beings are free and equal in dignity and rights. Men and women, whatever their civil status, have equal opportunities and responsibilities. No person can be subject to servitude or to another condition that diminishes his or her dignity. Article 50 guarantees states that all children are equal before the law and they have the same rights; any discrimination is punishable.

22. Articles 71 to 81 elaborate the right to education: the freedom of education and of educational criteria is guaranteed. It is the obligation of the State to provide and facilitate education to its inhabitants without discrimination. The establishment and maintenance of cultural educational centres and museums are declared to be

matters of public utility and necessity. Education has as its primary objective the integral development of the human person, the knowledge of reality and national and universal culture. Education, instruction, social development and the systematic teaching of the Constitution and of human rights are declared to be in the national interest. The family is the source of education and parents are entitled to choose what is taught to their children. The State may subsidize free private educational centres, as regulated by law. Private educational centres operate under State inspection and are obligated to fulfil, at a minimum, the official study plans and programmes. As cultural centres they enjoy exemption from all types of taxation and assessment. Religious education is optional in official establishments and can be taught during regular hours, without discrimination. The State will contribute to the maintenance of religious education without discrimination.

23. Citizens have the right and the obligation to receive initial, pre-primary, primary and basic education, within the age limits established by law. Education provided by the State is free of charge. The State will provide and promote scholarships and educational credits. Scientific, technological and humanistic education constitute the objectives that the State must guide and develop on a permanent basis. The State is to promote special education, diversified education and extracurricular education. Literacy is declared to be a matter of national urgency and contributing to it is a social obligation. The State organizes and promotes it with all the resources necessary. The administration of the education system is decentralized and regionalized. In schools established in regions with a predominantly indigenous population, bilingual education is provided. The State recognizes and promotes science and technology as fundamental bases of national development. The law establishes norms for what is pertinent. The titles and diplomas issued by the State have full legal validity. The rights acquired for the exercise of professions accredited by such titles must be respected and no provisions of any kind that limit or restrict these rights may be issued.

24. The primary objective of education in Guatemala is the integral development of the human being, the knowledge of reality and national and universal culture. In this regard, pursuant to the Peace Accords, signed in 1996 between the Government, the Unidad Revolucionaria Nacional Guatemalteca and the United Nations, education works as a medium for the transmission and development of intercultural values and cultural knowledge in a multilingual and multicultural society. Inclusive and intercultural values are to be promoted through education. In line with this principle, the policy of inclusive education for people with special educational needs within a framework for equality of opportunity and conditions facilitates the development of their physical, intellectual skills for their full participation in society.

25. In compliance with the Constitution, article 1 of Governmental Agreement No. 226-2008 reiterates that the public service of education (pre-primary, primary and secondary) is free and covers children from 6 to 14 years of age.

26. Primary education is compulsory for children aged between 6 and 14 years. It comprises six years of study, divided into two cycles of three years each. Through the primary education curriculum, pupils are expected to learn a culture of peace and respect for human rights, the value of culture and views of people. Secondary education comprises a basic three-year cycle of general education and a three-year cycle of professional education. The diploma obtained after the second cycle allows the graduate to practise a professional activity or to continue education at the university level. While the basic cycle of secondary education is compulsory, the professional cycle is optional. Higher education is organized in State public universities and in private universities and its duration is from three to six years, depending on the programme.

27. Several projects on gender equality have been implemented. A project has been designed to promote the rights of adolescent girls, in particular indigenous adolescent girls, by focusing on pregnancy prevention. The project was aimed at empowering indigenous adolescent girls to become leaders and be able to fully participate in decision-making processes on issues affecting their lives.

28. A project on peace and human rights education in Mexico and Guatemala to promote peaceful co-existence and intercultural understanding was aimed at developing innovative strategies and tools to support decision makers and practitioners in education in tackling school violence and promoting peaceful coexistence and active citizenship. Education policies, processes and practices were developed, implemented and evaluated through the lens of gender equality and empowerment.

29. A project of the Latin America and Caribbean Programme for HIV and Health Education was to provide high-quality technical support to States. Sexuality education, the prevention and mitigation of homophobic bullying and the integration and incorporation of lessons in such areas as citizenship education, life skills and gender education were carried out within the project.

30. A project on supporting the comprehensive strategy on sexuality education and violence prevention was aimed at developing human resources in the Ministry of Education and civil society for the implementation and sustainability of the strategy.

31. There was a project on a road map for the development of an inclusive and innovative public policy for the human rights and full development of the most disadvantaged and the poorest groups, including persons with disabilities living in poverty. The project had a special emphasis on gender through the participation of women in both defining the road map and establishing its content.

32. A project on consolidating peace through citizen formation and community security was aimed at promoting the participation of young people and women in prevention efforts, especially in decision-making process, for citizen security and sustainable development for a peaceful society. The gender equality dimension was duly integrated into public policies on young people and in community-building and democratic processes.

33. Through a strategic partnership with Mexico to conserve archaeological heritage sites, there was a joint activity with the UNESCO Mexico Office for sharing best practices in risk management and conservation of cultural heritage aimed at enhancing women's and girls' access to and participation in cultural life, including cultural heritage, creative expression and the enjoyment of cultural goods and services.

34. A project on digital skills training for women journalists working in community radio was focused on building the capacity of 45 women journalists from community radio on the use of ICT and digital journalism.

Israel

35. Israel has been a party to the UNESCO Convention against Discrimination in Education (1960) since 22 September 1961; however, the country did not report to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education.

36. According to the Basic Laws of Israel, fundamental human rights are founded upon the recognition of the value of the human being and the principle that all persons are free. They stipulate equality and prohibit discrimination by stating that

there is to be no violation of the life, body or dignity of any person as such, and all persons are entitled to protection of their dignity.

37. School attendance is mandatory and free for children from 6 to 18 years of age. The national education system consists of five levels: pre-primary, primary, secondary, post-secondary and higher education. Formal education begins in primary school (grades 1-6) and continues with intermediate school (grades 7-9) and secondary school (grades 10-12). Approximately 9 per cent of the post-primary school population attends boarding schools. The multicultural nature of the society is accommodated within the framework of the education system. Accordingly, schools are divided into four groups: State schools, attended by the majority of pupils; State religious schools, which emphasize Jewish studies, tradition and observance; Arab and Druze schools, with instruction in Arabic and a special focus on Arab and Druze history, religion, and culture; and private schools, which operate under various religious and international auspices.

38. The project entitled "Programme of university cooperation — masters on social sciences and humanitarian affairs" represents an initiative for the promotion of mutual understanding through academic cooperation and for stimulating dialogue in the Middle East, through academic exchanges and cooperation among faculty and students from Israeli and Palestinian universities. The level of inclusiveness of public policies assessed through the use of a gender lens was one of the components of the project.

39. A second project, on networks of Mediterranean youth, was aimed at mainstreaming issues and priorities relating to young people across national decision-making and policy implementation in 10 countries of the European Neighbourhood Policy South countries by building the capacities of young people and youth organizations and promoting their active engagement in the development and implementation of national policies and strategies on youth issues. Among other objectives, the project provided support and guidance to formulate gender-responsive public policy outlines.

Kenya

40. Kenya is not a party to the UNESCO Convention against Discrimination in Education (1960).

41. Under article 27 of the Constitution, every person is equal before the law and has the right to equal protection and equal benefit of the law. Equality includes the full and equal enjoyment of all rights and fundamental freedoms. Women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres. The State is not to discriminate directly or indirectly against any person on any ground, including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth. A person is not to discriminate directly or indirectly against another person on any of the grounds. To give full effect to the realization of the rights guaranteed under that article, the State is to take legislative and other measures, including affirmative action programmes and policies designed to redress any disadvantage suffered by individuals or groups because of past discrimination.

42. Under article 43 of the Constitution, education is a fundamental right that must be provided to every Kenyan, in line with the following principles of the Constitution: political equality; national unity; social justice and human dignity; freedom of religion and conscience; freedom from ignorance and disease; equal opportunities for all citizens, irrespective of race, religion, sex or colour; equitable

distribution of the national income; and the promotion and preservation of the cultural heritage. The general goal of education is to prepare and equip citizens to function effectively in their environment and to be useful members of society.

43. The Government has a vision for the education sector by 2030: (a) to have globally competitive high-quality education, training and research for sustainable development; and (b) to provide, promote and coordinate the provision of high-quality education, training and research for the empowerment of individuals to become responsible and competent citizens who value education as a lifelong process. To achieve this vision, four strategies in access, quality, equity, science and technology/innovation have been identified and practiced.

44. The Education Act of 1968, revised in 1980, assigned the responsibility for education to the Ministry of Education and instituted various organs for the organization and management of education at all levels. Sessional Paper No. 1 of 2005 stipulates policies and strategies that the Government will undertake and implement to address the challenges facing education and training. Sessional Paper No. 5 of 2005 makes provision for gender equality and development policy to promote equality within all sectors of national development, including education.

45. The national education system has evolved over time, with major changes having been instituted in the 1980s. In 1984, the "7-4-2-3" structure was replaced with the "8-4-4" structure and system, which introduced a broad-based curriculum at every level. The 8-4-4 system was intended to make education more relevant to the world of work and thus produce a skilled and high-level work force to meet the demands of the economy. This structure is intended to offer learners with equal opportunities to advance to the highest level of learning, either through the academic or technical and vocational education and training. Basis education and training is for a span of 14 years, comprising pre-primary (2 years), primary (8 years) and secondary and technical and vocational (4 years). Higher education consists of undergraduate and postgraduate (masters and doctoral) programmes.

46. Several gender-equality related projects within UNESCO programmes have been implemented. A project on addressing gender-based violence in schools was aimed at strengthening the capacity of key actors in the education sector to prevent and respond to sexual and gender-based violence, in particular in the school environment; support the development, refinement and enactment of the relevant laws, policies and strategies; enhance awareness among citizens and support advocacy for behaviour change programmes relating to sexual and gender-based violence as well as relevant mechanisms for addressing gender-based violence as a human rights issue. The project was also aimed at establishing a coordinated approach in response to cases of sexual and gender-based violence by establishing partnerships with the relevant service providers.

47. A project on strengthening capacity to combat drought and famine in the Horn of Africa (Ethiopia, Kenya and Somalia) by tapping groundwater resources for emergency water supply was designed to identify groundwater systems resilient to drought in order to facilitate improved access to clean drinking water for emergency situations and for long-term needs as a response to climate change. The programme was also aimed at promoting the effective participation of women in high-level processes shaping the science agenda and science policies.

48. A joint programme on gender equality and women's empowerment was aimed at promoting gender equality in the following areas that are a priority for both the United Nations in Kenya and the Government: (a) the establishment of a national gender research and documentation centre; (b) the revision of the policy on gender in education; (c) the incorporation of gender equality issues into the national policy on science, technology and innovation; (d) generating information on an alternative

dispute resolution mechanism; and (e) empowering women's groups through training on entrepreneurial skills.

49. A project on enhancing the capacity of women's groups in arid and semi-arid regions on rainwater harvesting was aimed at helping to reduce the charges for water collection by women and to provide water for small irrigation for income generation. To assist women at the community level to tap into the potential of rainwater harvesting, women were trained and empowered on simple harvesting techniques for domestic water supply and small-scale irrigation activities for food consumption and income generation.

50. Through the project on the East and Southern Africa programme for HIV and health education, UNESCO supported the Government to accelerate the implementation of commitments on HIV prevention, the training of educators and the review and implementation of policies to address stigma and discrimination, bullying and gender-based violence.

51. A project on strengthening the comprehensive HIV and AIDS response in the education sector targeted people under 24 years of age — who constitute one of the most at risk group in the country — to prevent new infections and mitigate the impact of HIV. The project was aimed at developing, implementing, and evaluating education policies, processes and practices through the lens of gender equality and women's empowerment.

52. A project on supporting the National Council for Science and Technology to mainstream gender in science, technology and innovation in higher learning and research institutions was aimed at improving the science, technology and innovation policy system and governance by building capacity in policy formulation and implementation strategies for mainstreaming gender in national science technology and innovation policy to enhance socioeconomic development.

53. A project on the revision of the gender in education policy was aimed at reviewing the policy to bring it into line with the Constitution, national and education-specific legislative frameworks and the new policy framework (Sessional Paper No. 14 of 2012).

54. Within the framework of the United Nations Joint Programme on Gender Equality and Women's Empowerment in Kenya, a project on empowering women through the media and ICT was aimed at contributing towards gender and governance by building the capacity of journalists on gender-responsive reporting. Furthermore, economic empowerment among women was promoted by supporting the broadcasting of radio messages on community radio stations and telecentres to enhance visibility for women entrepreneurs in Siaya and Bungoma Counties and fulfil their information needs. Efforts were also undertaken to reduce gender-based violence and, more specifically, cybercrime.

55. A project on supporting women in the mining sector was aimed at giving women the skills to form cooperatives and associations to address the issues that have an impact on equal gender representation in the sector.

Kuwait

56. Kuwait has been a party to the UNESCO Convention against Discrimination in Education (1960) since 15 January 1963. The country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. The country reported that it has a clear constitutional or legislative framework that enshrines the right to education, upholds the principle of non-discrimination in education and

supports the progressive expansion of a free and compulsory education system. In particular, the country reported on the importance of formal qualifications and, consequently, it has institutionalized a pathway for adults to complete primary and secondary education, established centralized examinations and instituted national monitoring procedures, among other things.

57. Article 29 of the Constitution guarantees that all people are equal in human dignity and in public rights and duties before the law, without distinction as to race, origin, language or religion. Personal liberty is guaranteed.

58. Article 13 of the Constitution states that education is a fundamental requisite for the progress of society and is assured and promoted by the State. Under article 40, the right to education for Kuwaitis is guaranteed by the State in accordance with law and within the limits of public policy and morals. Education in its preliminary stages is compulsory and free, in accordance with the law. The law lays down the plan necessary for the elimination of illiteracy. The State devotes particular care to the physical, moral and mental development of young people.

59. Pursuant to Act No. 1 of 1965, education is compulsory and free of charge for all Kuwaiti children, from the first grade of primary education (age 6) to the end of the intermediate or preparatory level. This law makes it incumbent on the State to provide school premises, books, teachers and all that is necessary in terms of human and material means to guarantee the success of compulsory education. Act No. 4 of 1987 provides the general legal framework for public education (school education up to the end of the secondary level). While all previous legislation was aimed at regulating one particular aspect of the education system, this law stressed constitutional principles governing education. Foremost among them is the principle that all citizens have a right to education, that education aims to protect and develop the young and ensure social progress and that it is to be provided free of charge to all citizens by government schools.

60. Education is a right for all citizens and its overall goal is to prepare individuals to become active and thoughtful members of society in both private and public life. The role of education is to strike a balance between safeguarding the State's cultural identity and preparing citizens to meet changes within the country and at the regional and international levels; to provide basic skills; to prepare citizens to meet technological advancements; and to prepare students for practical life.

61. Preschool education (kindergarten) is not compulsory but is provided free of charge to Kuwaiti citizens. The entry age is usually 4 years and the duration of the programme is two years. Until 2003, primary education lasted for four years (grades 1-4). Since the 2004/05 academic year, however, the duration of primary education is five years (grades 1-5). Primary education is compulsory and children are admitted at 6 years of age. Intermediate or preparatory education (lower secondary) lasts for four years and also is compulsory. Pupils who successfully complete this cycle are awarded the intermediate school certificate, which grants access to secondary education. General secondary education lasts for three years. The general secondary school certificate gives access to higher education, which is organized either as post-secondary technical training and education or as university-level education (bachelor's, master's and doctoral degrees).

62. In 2005, Kuwait adopted an education strategy covering the period 2005-2025. The strategic targets and goals envisaged in the strategy include contributing to the achievement of interaction with the current age requirement of freedom of thought and response to the dynamics of change without conflict with the cultural identity of the society; and contributing to enhancing the values of faith in the importance of dialogue and respect for human rights.

63. A project on enhancing access to secondary education and high-quality results for young people affected by the Syrian crisis in Lebanon was implemented by UNESCO. The project was aimed at expanding support for secondary school-age children to continue their learning in post-basic education and by supporting the Ministry of Education and Higher Education to develop a "bridging alternative learning programme" to support Syrian refugees to make the transition to secondary education. The project has strong components of gender equality and girls' empowerment as it is aimed at expanding access for girls to education in the context of Syrian crisis.

Monaco

64. Monaco has been a party to the UNESCO Convention against Discrimination in Education (1960) since 28 August 2012; however, the country did not respond to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education.

65. Article 17 of the Constitution stipulates that all Monegasques are equal before the law and there is no privilege among them.

66. Article 27 of the Constitution guarantees free primary and secondary education to Monegasques. Education is mandatory for children from 6 to 16 years of age. The curriculum closely follows the French system and the diplomas obtained are the same. The main difference is that the learning of the Monegasque language, history and Monegasque culture is included in elementary schools. Primary education is taught in 10 State-run schools, 7 at the primary level and 3 at the nursery level. Secondary education is taught in institutions such as the Lycée Albert Premier, which provides diploma courses in accounting and secretarial studies, the Lycée technique et hôtelier de Monaco, which provides hotel training and commercial studies, and the Collège Charles III, which provides vocational training. The rate of success in the French school-leaving examination is nearly 90 per cent.

Nauru

67. Nauru is not a party to the UNESCO Convention against Discrimination in Education (1960); however, the country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. The country reported having a clear constitutional or legislative framework that enshrined the right to education and the principle of non-discrimination; that constitutional laws and legislative texts prohibiting discrimination in education had been adopted; and that the progressive expansion of a free and compulsory education system was in place with increased access and educational opportunities for all and at all levels, especially for vulnerable populations, among other things.

68. The Education Act of 2011 affirms that every child has the right to education. The education system is directed towards the full development of the human personality. There are 11 years of compulsory education, beginning at 6 years of age. Primary and secondary school each last for six years, with cycles of four and two years respectively. The curriculum and extracurricular activities include arts and culture, sports and social events. Respect for human rights and fundamental freedoms is strengthened through the observance of World Literacy Day, the participation by pupils in campaigns to end violence against women, the observance of International Women's Day and similar events. The ministry dealing with education is responsible for equal and easy access to free education and training to

provide for the development and growth of Nauru. As part of the national sustainable development strategy, the Nauru Education and Training Reform Package is intended to combat declining literacy and numeracy rates and to improve primary and secondary school attendance.

69. A project on strengthening the responses of national education systems to HIV/AIDS and sexually transmitted infections in Pacific island countries was aimed at strengthening the provision of education in schools to reduce young people's vulnerability to HIV and other sexually transmitted infections and address stigma and discrimination against key affected populations and people living with HIV. Along with comprehensive HIV and sexuality education, one of the objectives was to promote healthy lifestyles, gender equality and human rights.

Norway

70. Norway has been a party to the UNESCO Convention against discrimination in Education of 1960 since 8 January 1963. The country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. The country reported having a clear constitutional or legislative framework that enshrined the right to education and the principle of non-discrimination; that constitutional laws and legislative texts prohibiting discrimination in education had been adopted; and that progressive expansion of a free and compulsory education system was in place with increased access and educational opportunities for all and at all levels, especially for vulnerable populations; among other things. In particular, the country reported on offices of ombudspersons that dealt with discrimination in education; the provision of free pre-primary education for economically disadvantaged families as a means to encourage learning at an early age and facilitate integration into primary education; institutionalized pathways for adults to complete primary and secondary education; policies so that learning outcomes outside school could be recognized within the formal educational system; teaching pedagogies directed to the individualization of learning; and measures to allow people without legal documents to gain access to the formal education system, including equal rights to study in higher-level institutions as nationals, provided that the necessary prerequisites were fulfilled. With regard to immigrants, Norway reported having launched educational initiatives targeting their respective immigrant populations, dealing mostly with language programmes and aiming at facilitating immigrant integration into society.

71. The principle of equality in terms of educational provision has a long tradition in Norway, and the Government's vision of society encompasses a nation of tolerance and mutual respect, a society free of discrimination, where citizens master the art of living together, and where everyone may feel included and safe, regardless of cultural origin, political conviction or religious belief. High-quality education and training available to all is a basic precept of the educational policy. The guiding principle is to improve educational standards for the whole population by means of the improvement and consolidation of the system sector-wide.

72. Pursuant to the Education Act of 1998, last amended in 2011, education and training in schools and training establishments are, in collaboration and agreement with the home, to open doors to the world and give students and apprentices historical and cultural insight and anchorage. Education and training are to be based on, among other things, fundamental values and traditions, such as respect for human dignity and nature, intellectual freedom and equality and solidarity, values that also appear in religions and beliefs and are rooted in human rights. Education is to promote democracy, equality and scientific thinking. Every individual has a

potential for learning, and the education system must ensure that this potential is utilized to the full extent, to the benefit of the individual and society. The education system gives all individuals the same opportunities to obtain knowledge, skills and attitudes that are important for being able to live a good life and become an active contributor to society. According to the Act, all young people who have completed primary and lower secondary school have a right to upper secondary education or vocational training. Access to specific schools and study programmes is based on academic achievements. Race, colour, sex, language, religion, political or other opinion, national or social origin or economic situation is not to be considered in the application process.

73. Under the Kindergarten Act, pre-primary education takes into account a child's age, level of functioning, gender and social, ethnic and cultural background. Furthermore, it has a responsibility to promote gender equality in educational practice. Cultural diversity also is reflected in kindergartens. Within the framework of the implementation of the compulsory school reform, compulsory education was extended from 9 years to 10 and the starting age was lowered from 7 to 6 years. The Education Act of 1998, last amended in May 2011, upholds the right and obligation to 10 years of primary and lower secondary education, and the statutory right to 3 years of upper secondary education. The Act stipulates that pupils with special needs are entitled not only to instruction, but also to be integrated into the ordinary 10-year compulsory school. Higher education is organized in a three-cycle degree structure (three years each for bachelor's, master's and doctoral degrees).

Oman

74. Oman is not a party to the UNESCO Convention against Discrimination in Education (1960). The country did not report to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education.

75. Under article 12 of the Basic Statute, justice, equality and equal opportunities between Omanis are the pillar of the society guaranteed by the State. Article 17 stipulates that all citizens are equal before the law and share the same public rights and duties. There is to be no discrimination on the ground of gender, origin, colour, language, religion, sect, domicile or social status.

76. Article 13 stipulates that education is a cornerstone for the progress of society that the State fosters and endeavours to spread and make accessible to all. Education aims to raise and develop the general cultural standard, promote scientific thought, kindle the spirit of research, respond to the requirements of economic and social plans, build a generation that is physically and morally strong and takes pride in its nation and heritage and preserves its achievements. According to these provisions, the State provides public education, works to combat illiteracy and encourages the establishment of private schools and institutes under its supervision.

77. The educational system begins with several types of non-compulsory pre-school education for children up to 6 years of age. Basic education is compulsory and free of charge and lasts for 10 years. It is organized into two cycles — the first covering grades 1 to 4 and the second grades 5 to 10. Secondary education lasts for three years and is organized in vocational training centres and general secondary education schools. Higher education is organized either in State universities or in specialized post-secondary colleges and institutes offering bachelor's, master's and doctoral degrees.

Paraguay

78. Paraguay is not a party to the UNESCO Convention against Discrimination in Education (1960). The country did not report to the eighth consultation of member States on the implementation of the Convention and of the UNESCO recommendation against discrimination in education.

79. Articles 46 and 47 of the Constitution establish that all inhabitants are equal in dignity and rights. No discrimination is permitted and the State guarantees to remove the obstacles and prevent the factors that maintain or propitiate them. The protection established concerning unjust inequalities would not be considered to be discriminatory factors, but rather egalitarian factors. Equality is guaranteed as equal access to justice; equality before the laws; equality in access to the non-elective public functions; and equal opportunities in the participation of the benefits of nature, of the material assets and of the culture.

80. Article 48 is entirely dedicated to the equality of rights of men and women. It stipulates that men and women have equal civil, political, social, economic and cultural rights. The State will promote the conditions and create the adequate mechanisms for making equality real and effective by levelling the obstacles that prevent or hinder its exercise and facilitating the participation of women in all areas of the national life. Under article 88, no discrimination will be permitted between workers for reasons of ethnic, gender, age, religion, social status and political or trade union preferences. The work of persons with limitations or physical or mental incapacities will be especially protected. Article 89 stipulates that workers of both sexes have the same labour rights and obligations, but maternity is subject to special protection, which includes assistance services, and a woman may not be dismissed during pregnancy, or as long as her maternity leave continues.

81. Article 73 of the Constitution guarantees the right to education. It stipulates that all persons have the right to complete, integral and permanent education. The objectives of education are as follows: the full development of the human personality; the promotion of freedom and peace, social justice, solidarity, cooperation and integration of peoples; respect for human rights and democratic principles; the affirmation of the commitment to the country in terms of cultural identity and intellectual, moral and civic formation; and the elimination of educational content of discriminatory character. The eradication of illiteracy and preparation for work are permanent objectives of the education system. Article 74 guarantees the right to learn and equal opportunities to access to the benefits of humanistic culture, science and technology, without any discrimination. It also guarantees the freedom to teach, as well as the right to a religious education and ideological pluralism. Under article 76, elementary school education is obligatory and free of charge in public schools. The organization of the education system is an essential responsibility of the State, with the participation of educational communities, including the public and private sectors, as well as schools and extracurricular areas.

82. Paraguay has a 6-3-3 formal education structure. Primary school has an official entry age of 6 years and a duration of six grades. Secondary school is divided into two cycles: lower secondary consists of grades 7 to 9 and upper secondary grades 10 to 12. Basic education refers to primary and lower secondary education. Basic education is compulsory and free of charge in public schools. According to the Education Act, basic education provides guidance for catering to diversity and for gender equality aiming at producing pupils who can accept their sexuality and respect equal relationships between genders in their personal and social development without any gendered stereotypes. Technical and vocational

education in Paraguay exists through two main curricula: technical baccalaureates and intermediate vocational training. The technical baccalaureates last for three years and lead to the technical school-leaving certificate, which grants direct access to tertiary education. Outside the formal education system, a curriculum exists for people over 15 years of age: vocational training, initial professional training and professional training, with various entry requirements and programmes, offered by both public and private institutions. Higher education is organized in more than 10 universities that offer programmes for bachelor's, master's and doctoral degrees.

83. Two UNESCO projects relating to gender equality were implemented. The first was aimed at promoting the social, political and economic participation of women in society by fostering the generation of adequate information for community radio programming, using a rights-based approach that reflects a true and valued image of women and unmasks the power relations between men and women.

84. The second project, on the promotion of gender equality through the experimental use of gender-sensitive indicators for media, its policies and products, involved collaboration with the three major newspapers and aimed at raising the awareness of and mobilizing the media and related organizations about the importance of promoting gender equality in a clear and understandable way for their audience. The project was focused on an analysis of the country's internal policies, practices and products based on the gender-sensitive indicators for the media developed by UNESCO, which helped to visualize strengths as well as aspects that must be changed and improved.

Singapore

85. Singapore is not a party to the UNESCO Convention against Discrimination in Education (1960). The country did not report to the eighth consultation of member States on the implementation of the Convention and on the UNESCO recommendation against discrimination in education.

86. Under article 12 of the Constitution, all persons are equal before the law and are entitled to the equal protection of the law; there is to be no discrimination against citizens on the ground of religion, race, descent or place of birth in any law or in the appointment to any office or employment under a public authority or in the administration of any law relating to the acquisition, holding or disposition of property or the establishing or carrying on of any trade, business, profession, vocation or employment.

87. Article 16 of the Constitution guarantees the right to education and stipulates that there is to be no discrimination against any citizen on the grounds of religion, race, descent or place of birth in the administration of any educational institution maintained by a public authority, in the admission of pupils and students or in the payment of fees or in the use of financial aid from public funds, whether or not maintained by a public authority and whether inside or outside Singapore.

88. The mission of the Education Service is to mould the future of the nation by moulding the people who will determine the future of the nation. The Service will provide children with a balanced and well-rounded education, develop them to their full potential and nurture them into good citizens who are conscious of their responsibilities to family, society and country. The education system aims to nurture every child and help all pupils to discover their talents, realize their full potential and develop a passion for lifelong learning. National education aims to foster strong bonds among pupils and develop in them a deep sense of belonging and commitment to family, community and country. Children ought to know their own

cultural heritages and mother tongues. At the same time, they must learn to understand and respect the racial, religious, cultural and language backgrounds of their fellow citizens.

89. The legal framework for education in Singapore is defined in the Education Act of 1985 and the School Regulations of 1990. The Compulsory Education Act was passed by Parliament in October 2000 and compulsory education has been implemented since January 2003. Pursuant to the Act, a child of compulsory school age is one who is above the age of 6 years and who has not yet attained the age of 15 years. Preschool education is provided in kindergartens for a three-year programme for children aged 4 to 6 years. Primary education caters to children beginning at the age of 6 years and lasts for six years. It consists of four-year foundation stage (grades 1-4) and a two-year orientation stage (grades 5-6). Primary education has been compulsory since 2003. Secondary education is organized in two main courses: the normal course and the express course, both of them offering four-year programmes. Post-secondary and higher education are organized in pre-university junior colleges that offer two-year programmes and centralized institutes that offer three-year programmes, as well as in polytechnics that offer three-year specialized technical education. Universities offer degree and postgraduate studies in a wide range of disciplines for bachelor's, master's and doctoral degrees.

Annex

Educational statistics for countries reporting to the Committee on the Elimination of Discrimination against Women at its sixty-eighth session: gross enrolment ratios and gender parity index

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio primary gender parity index	Gross enrolment ratio secondary		Gross enrolment ratio secondary gender parity index	Gross enrolment ratio tertiary		Gross enrolment ratio tertiary gender parity index
		Female	Male		Female	Male		Female	Male	
Burkina Faso	2009	72.78	82 18	0 89	17 28	23 21	0 74	2 29	4 75	0 48
	2010	73 93	81 61	0 91	18 93	24 78	0 76	2 31	4 82	0 48
	2011	77 86	84 61	0 92	20 87	26 72	0 78	2 74	5 52	0 50
	2012	80 94	86 35	0 94	23 20	28 59	0 81	3 01	6 07	0 50
	2013	83 28	87 20	0 96	25 96	30 69	0 85	3 14	6 37	0 49
	2014	85 09	88 65	0 96	28 23	32 37	0 87	–	–	–
	2015	86 08	89 87	0 96	32 22	35 06	0 92	–	–	–
	2016	–	–	–	–	–	–	–	–	–
Democratic People's Republic of Korea	2009	99 97	99 81	1 00	102 05	102 07	1 00	20 56	40 77	0 50
	2010	–	–	–	–	–	–	–	–	–
	2011	–	–	–	–	–	–	–	–	–
	2012	–	–	–	–	–	–	–	–	–
	2013	–	–	–	–	–	–	–	–	–
	2014	–	–	–	–	–	–	–	–	–
	2015	–	–	–	93 91	92 90	1 01	19.82	35 97	0 55
	2016	–	–	–	–	–	–	–	–	–
Guatemala	2009	115 00	119 50	0 96	55 79	58 84	0 95	–	–	–
	2010	115 23	118 73	0 97	61 02	65 22	0 94	–	–	–
	2011	113 94	116 87	0 97	61 30	66 14	0 93	–	–	–
	2012	108 95	112 35	0 97	61 74	66 35	0 93	–	–	–
	2013	105 56	109 47	0 96	61 78	66 48	0 93	18 88	17 77	1 06
	2014	101 59	105 52	0 96	61 50	65 51	0 94	–	–	–
	2015	99 75	103 76	0 96	63 33	67 86	0 93	23 55	20 17	1 17
	2016	–	–	–	–	–	–	–	–	–
Israel	2009	103 19	102 63	1 01	103 11	100 93	1 02	70 68	54 49	1 30

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio primary gender parity index	Gross enrolment ratio secondary		Gross enrolment ratio secondary gender parity index	Gross enrolment ratio tertiary		Gross enrolment ratio tertiary gender parity index
		Female	Male		Female	Male		Female	Male	
	2010	104 48	104 03	1 00	103 31	100 87	1 02	–	–	–
	2011	105 23	104 75	1 00	102 75	100 70	1 02	75 16	58 88	1 32
	2012	105 84	105 36	1 00	102 11	100 07	1 02	77 34	58 65	1 32
	2013	104 64	104 37	1 00	102 55	100 56	1 02	76 30	56 71	1 35
	2014	104 37	103 99	1 00	102 66	101 11	1 02	76 17	56 68	1 34
	2015	105 13	104 44	1 01	103 00	101 98	1 01	75 47	54 57	1 38
	2016	–	–	–	–	–	–	–	–	–
Kenya	2009	112 04	114 48	0 98	57 37	63 47	0 90	3 34	4 75	0 70
	2010	–	–	–	–	–	–	–	–	–
	2011	116 89	116 22	1 01	–	–	–	–	–	–
	2012	116 47	115 79	1 01	65 17	70 09	–	–		–
	2013	–	–	–	–	–	–	–	–	–
	2014	111 58	111 22	1 00	–	–	–	–	–	–
	2015	108 68	109 26	0 99	–	–	–	–	–	–
	2016	–	–	–	–	–	–	–	–	–
Kuwait	2009	103 96	99 50	1 04	90 24	96 65	0 93	–	–	–
	2010	104 88	100 89	1 04	90 63	96 47	0 94	–	–	–
	2011	108 54	105 19	1 03	90 65	95 94	0 94	–	–	–
	2012	107 40	104 66	1 03	95 33	89 84	1 06	–	–	–
	2013	105 32	103 12	1 02	96 23	89 16	1 08	33 08	20 42	1 62
	2014	103 03	102 36	1 01	98 91	88 87	1 11	–	–	–
	2015	–	–	–	102 72	88 21	1 16	–	–	–
	2016	–	–	–	–	–	–	–	–	–
Monaco	2009	–	–	–	–	–	–	–	–	–
	2010	–	–	–	–	–	–	–	–	–
	2011	–	–	–	–	–	–	–	–	–
	2012	–	–	–	–	–	–	–	–	–
	2013	–	–	–	–	–	–	–	–	–
	2014	–	–	–	–	–	–	–	–	–
	2015	–	–	–	–	–	–	–	–	–
	2016	–	–	–	–	–	–			

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio primary gender parity index	Gross enrolment ratio secondary		Gross enrolment ratio secondary gender parity index	Gross enrolment ratio tertiary		Gross enrolment ratio tertiary gender parity index
		Female	Male		Female	Male		Female	Male	
Nauru	2009	–	–	–	–	–	–	–	–	–
	2010	–	–	–	–	–	–	–	–	–
	2011	–	–	–	–	–	–	–	–	–
	2012	96 53	93 81	1 03	77 46	80 93	0 96	–	–	–
	2013	–	–	–	–	–	–	–	–	–
	2014	100 40	109 54	0 92	83 44	81 88	1 02	–	–	–
	2015	–	–	–	–	–	–	–	–	–
	2016	–	–	–	–	–	–	–	–	–
Norway	2009	99 28	99 04	1 00	110 42	112 90	0 98	90 50	55 57	1 63
	2010	99 12	98 90	1 00	112 39	114 02	0 99	90 37	56 06	1 61
	2011	99 35	99 20	1 00	112 41	113 52	0 99	90 04	56 81	1 58
	2012	100 03	99 64	1 00	109 94	111 45	0 99	90 11	57 14	1 58
	2013	100 29	100 38	1 00	111 22	114 70	0 97	91 87	61 15	1 50
	2014	100 12	100 16	1 00	110 62	114 46	0 97	91 37	62 99	1 45
	2015	100 29	100 54	1 00	111 13	114 75	0 97	91 49	62 76	1 46
	2016	–	–	–	–	–	–	–	–	–
Oman	2009	99 98	106 65	0 94	95 32	107 12	0 89	–	–	–
	2010	–	–	–	–	–	–	–	–	–
	2011	104 99	104 13	1 01	98 34	103 30	0 95	–	–	–
	2012	106 64	107 02	1 00	100 32	99 02	1 01	–	–	–
	2013	113 78	108 19	1 05	102 32	93 98	1 09	–	–	–
	2014	114 06	107 92	1 06	–	–	–	–	–	–
	2015	111 18	107 44	1 03	107 87	100 98	1 07	–	–	–
	2016	–	–	–	–	–	–	–	–	–
Paraguay	2009	102 29	105 66	0 97	69 20	65 84	1 05	44 02	30 50	1 44
	2010	101 84	105 94	0 96	70 20	66 52	1 06	41 24	29 13	1 42
	2011	101 00	104 82	0 96	72 40	68 45	1 06	–	–	–
	2012	104 27	107 64	0 97	79 05	74 19	1 07	–	–	–
	2013	–	–	–	–	–	–	–	–	–
	2014	–	–	–	–	–	–	–	–	–
	2015	–	–	–	–	–	–	–	–	–

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio primary gender parity index	Gross enrolment ratio secondary		Gross enrolment ratio secondary gender parity index	Gross enrolment ratio tertiary		Gross enrolment ratio tertiary gender parity index
		Female	Male		Female	Male		Female	Male	
	2016	–	–	–	–	–	–	–	–	–
Singapore	2009	–	–	–	–	–	–	–	–	–
	2010	–	–	–	–	–	–	–	–	–
	2011	–	–	–	–	–	–	–	–	–
	2012	–	–	–	–	–	–	–	–	–
	2013	–	–	–	–	–	–	–	–	–
	2014	–	–	–	–	–	–	–	–	–
	2015	–	–	–	–	–	–	–	–	–

Note: A dash indicates data not available or not reported separately.